

Unit 1: New Unit

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

GOALS/PURPOSE

GOALS

Students will develop an understanding of the pervasive nature of prejudice and discrimination throughout history and world societies and the human costs of that prejudice and discrimination in the past, present, and future.

Students will develop an understanding of the nature of a totalitarian regime, the strategies and tactics it uses to control and influence people, and the devastating impact it has on the people and groups targeted for persecution.

<https://www.nj.gov/education/holocaust/curr/materials/grades5-8.shtml>

ELA.RL.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
ELA.RI.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
ELA.RL.CI.6.2	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
ELA.RI.CI.6.2	Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
ELA.RL.IT.6.3	Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.
ELA.RL.TS.6.4	Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.
ELA.RI.TS.6.4	Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.
ELA.RL.PP.6.5	Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).
ELA.RI.PP.6.5	Identify author's purpose, perspective or potential bias in a text and explain the impact on the reader's interpretation.
ELA.RL.MF.6.6	Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.

READ ALOUD TEXTS/EXCERPTS

[Mister Doctor: Janusz Korczak & the Orphans of the Warsaw Ghetto, by Irene Cohen-Janca](#) (Read Aloud Picture Book for ages 9-12)

[Yellow Star, by Jennifer Roy](#) (novel in verse based on the real experience of the author's aunt, a Holocaust survivor)

[Terrible Things, by Eve Bunting](#) (read aloud text that provides an allegory for the Holocaust)

[Benno and the Night of Broken Glass, by Meg Wiviott](#) (read aloud that tells the story of the Holocaust--specifically Kristallnacht) - [Teacher Guide](#)

[I Never Saw Another Butterfly: Children's Drawings and Poems from the Terezin Concentration Camp, 1942-1944](#) edited by Hana Volavkova (1994)

ARTICLES AND/OR VIDEO RESOURCES (FOR INSTRUCTIONAL PURPOSES)

["Learning About the Holocaust," by Michael A. Signal](#) (CommonLit)

["The Blue-Eyed, Brown-Eyed Exercise"](#) (CommonLit) - an article detailing a teacher's classroom experiment that demonstrated how prejudice can start and how it can be perpetuated

WEBSITES (FOR STUDENTS TO INTERACT WITH)

[Virtual Tour](#) of The United States Holocaust Memorial Museum

[Holocaust Interactive Timeline](#)

[United States Holocaust Memorial Museum - Kristallnacht](#)

[Kristallnacht Online Exhibition](#) from Yad Vashem, the World Holocaust Remembrance Center

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PROFESSIONAL RESOURCES FOR TEACHERS (LESSON PLANS, REPRODUCIBLES, ETC.)

[IWitness](#) - a collection of over 1500 true testimonies of Holocaust survivors and survivors of other genocides

[Creative Use of Holocaust Imagery in the Classroom](#) - (from Yad Vashem) see the art of a child survivor, Chava Wolf, with the overall goal to help students have a voice in relating to and creating artwork that helps to tell their personal story

[A Wave of Discrimination Article](#) - (from Facing History) an article that reviews a list of anti-Jewish laws, policies, and decrees made in Nazi Germany in 1933

My Part of the Story: Exploring Identity in the United States Unit (from Facing History) - each lesson includes essential questions, digital materials, and activity links

- [Lesson 1 of 6 - Finding Your Voice](#)
- [Lesson 2 of 6 - Identity and Names](#)
- [Lesson 3 of 6 - Identity and Labels](#)
- [Lesson 4 of 6 - Identity and Choices](#)
- [Lesson 5 of 6 - Connecting to the Past](#)
- [Lesson 6 of 6 - Many Voices, One National Identity](#)

Teaching Holocaust and Human Behavior Unit (from Facing History) - each lesson includes essential questions, digital materials, activity links, and extensions

- [Lesson 3: Exploring Identity](#)
- [Lesson 4: Stereotypes and Single Stories](#)
- [Lesson 5: Universe of Obligation](#)
- [Lesson 6: The Concept of Race](#)
- [Lesson 7: The Roots and Impact of Antisemitism](#)

[Lesson on Kristallnacht](#) (from Facing History)

[Notes on teaching Holocaust and Human Behavior](#) (from Facing History) - Guidelines and reminders for teachers related to teaching sensitive material and establishing a safe classroom environment

[Confessions of a Hitler Youth](#) - A Facing History and Ourselves testimonial looking at the importance of peer pressure and propaganda to Hitler's ability to recruit eight million German children to participate in the "war effort."

[Identity Charts](#) - a graphic tool that can help students consider the many factors that shape who we are as individuals

[The Butterfly Project Lesson Plan](#) on *I Never Saw Another Butterfly* from the Holocaust Museum Houston

New Jersey Commission on Holocaust Education Curriculum

[Unit 1 - Prejudice and Discrimination](#)

[Unit 2 - The World Changes: From Prejudice to Policy](#)